Training: Idaho's ABE Assessment & Goal Setting Policy

Welcome to an introduction of Idaho's Assessment and Goal Setting Policy. Each state has an assessment policy. It sets the guidelines for conducting intake, testing, and goal setting sessions with our students. Even though our jobs are diverse, they will be impacted by this policy.

You will be asked to read a brief description of each section and answer a few questions about that section. After completing this, please meet with your professional development specialist who can answer any questions you may have.

As we consistently and accurately complete each of the tasks outlined in the assessment policy, we will be better able to serve our students and accurately record their accomplishments. Enjoy your work in adult basic education!

Descriptions & Questions

Section 1
- Overview of AEFLA grant
- NRS Guidelines
- Need for an assessment policy
- Definitions
- Purposes of assessments

    1. List three reasons the NRS lists as why there are state assessment policies.

A.

B.

C.

2. List five core measures (goals) that meet the requirements of the Adult Education and Family Literacy Act.

A.

B.

C.

D.

E.

3. Assessment results provide the basis for state and federal _____ reporting.

Section 2

- Approved assessments
- Validity & reliability
- Distance education
- Intake & data recording process
- Test security
- Pre-testing & data entry
- Post-testing & data entry
- Valid procedures
- Accommodations

1. Which two assessments are used by Idaho's ABE program?

A.

B.

2. Students must be pre-tested using an approved assessment and assigned an _____.

3. How do we provide for test security? _____
_____
_____

4. How soon should students be pre-tested? _____

5. How many months is an assessment considered valid for continuing students? _____

5. How soon should assessments be entered in IMAS? _____

6. Post-tests may be administered after how many hours of instruction for A) ABE students _____ & B) ESL students_____?

7. List four accommodations that do not alter interpretation of assessments?
    A.

    B.

    C.

    D.

Section 3
- Educational functioning levels: placement and measuring gains
- TABE administration & time limits
- TABE subject correlations
- CASAS administration
- CASAS subject correlations

1. In your own words, describe what an educational functioning level is.

_____

_____

2. How is educational gain defined? _____

_____

3. Fill in the following chart for <u>full battery</u> TABE tests:

	Time limit
Reading	
Math Computation	
Applied Math	
Language	

4. Which two subjects can be tested in ESL?

    A. _____

    B. _____

5. Describe what "alternating forms" means. _____

_____

Section 4
- TABE administrator training
- CASAS administrator training
- IMAS

1. Who is required to receive either TABE or CASAS administrator training?

_____

2. Who is required to attend IMAS training? _____

_____

Section 5
- New assessment adoption

1. Who determines if a new assessment maybe used for reporting purposes? _____

Appendix 1
- NRS outcome measures

Appendix 2
- Resources

Addendum 1
- Distance Learning

1. In your own words please define "distance education." _____

_____

_____

2. What three models are used to determine proxy hours and what is an approved Idaho curriculum for each model?

A.

B.

C.